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ABSTRACT

Project Mastery was a family literacy program that served 30 adults and 40 children in its first year of operation. Participants were parents and adult siblings of present and past English-as-a-Second-Language programs and students of limited English proficiency (LEP) in kindergarten through grade 5. It was designed to support English language development in both adults and children, and also provided mathematics instruction to participating children after school hours. Child care and educational activities for preschool children were added to enable parents to attend project activities. A unique program feature was intergenerational ESL literacy classes to enable newly-arrived families to develop language skills rapidly and increase parent interest in children's schooling. Participating teachers were provided with staff development opportunities. The project met its objectives for parent involvement, and partially met its objective for children's development of English language skills. Objectives for adult English language skill development and mathematics could not be assessed. Recommendations for program improvement include modifying the objective for adult English language skills for better assessment, and augmentation of children's English language skills development, particularly through peer tutoring or individualized instruction. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 373 597

OER Report

Project Mastery
A Family Literacy Program
Community School District 10
Family English Literacy Grant T0003J20111
EVALUATION REPORT
1992-93

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Project Mastery
A Family Literacy Program
Community School District 10
Family English Literacy Grant T0003J20111
EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Project Mastery, an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded family English literacy program in its first year of operation, functioned at P.S. 33 and P.S. 85 in Community School District 10 in the Bronx. The project was an intergenerational one, serving parents and adult siblings of present and past Title VII students as well as students of limited English proficiency (LEP) in kindergarten through grade five. Thirty adults and 40 children participated.

Project Mastery was designed to support English language development in both LEP adults and children. The project also provided mathematics instruction to participating children after school hours. Although it was not a part of the original design, the project provided child care and educational activities for preschool children to enable parents to attend project activities.

A unique feature of the project was the offering of joint classes in English on the literacy level for children, parents, and siblings. This enabled newly arrived families to develop English language skills more rapidly and increased parents' interest in their children's schooling.

Teachers participating in the project had the opportunity to attend monthly staff development meetings and periodic training sessions.

Project Mastery met its objectives for parent involvement. OREA was unable to assess the objective for mathematics because of a lack of data. The project partially met its objective for children's development of English-language skills. The objective for adult English language skill development could not be evaluated because the project did not use the proposed instrument of measurement, it being inappropriate for the population. Adults responding to a self-assessment questionnaire, however, indicated that their proficiency in English had improved as a result of participating in Project Mastery, and teachers reported that adult participants had increased their reading and writing activity.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Request modification of the objective for English language skills for adults so that a more appropriate test can be chosen for the population being served.

- Explore ways to augment the development of children's skills in the English language. Consider instituting a peer tutoring program or provide individualized instruction where appropriate.

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I. INTRODUCTION

Project Mastery was in its first year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII English literacy program for families.

PROJECT CONTEXT

The project operated at P.S. 33 and P.S. 85 in Community School District (C.S.D.) 10 in the Bronx. The district had over 35,000 students in kindergarten through grade nine. Latinos constituted the majority of students (65 percent), African-Americans made up 30 percent, and the remaining students were European-American and Asian-American. C.S.D. 10 ranked second among all districts in limited English proficient (LEP) students (9,683). Eighty-seven percent of the LEP students were Spanish-speaking. Eighty-seven percent of the students in the district came from low-income families and were eligible for the free-lunch program.

Composition of the student body at the two project schools was roughly similar to that of the C.S.D. Of the 842 students who attended P.S. 33, 71.6 percent (603) were Latino, 22.8 percent (192) African-American, 4.3 percent (36) Asian-American, and 1.3 percent (11) European-American. Of these students, 31.3 percent were LEP; 96.2 percent came from low-income families, as indicated by their eligibility for the free-lunch program.

Of 1,537 students at P.S. 85, 59.3 percent (912) were Latino, 35.5 percent (546) African-American, 3.6 percent (55) Asian-American, 1.3 percent (20) European-American, and 0.3 percent (4) Native-American. Twenty-eight percent of these students were LEP, and 91.9 percent came from low-income families.

P.S. 33 is housed in a building constructed in 1899. Despite the low rating it received in the 1991-92 Board of Education School Profile Report for overall appearance, a visit by an OREA consultant found hallways and classrooms pleasant, clean, and bright. Students' work was on display, along with maps and charts in English and Spanish, and bulletin boards had colorful displays geared to the season. P.S. 85, built in 1933, reflected the high rating it received for overall appearance in the School Profile Report.

STUDENT CHARACTERISTICS

Project Mastery served a total of 30 parents and relatives of past and present Title VII students after school hours as well as 40 LEP children in kindergarten through grade five who had been or were currently being served by the Title VII-funded Transitional Intervention Program, Project TIP. (See Table 1 for number of children by site and grade.) LEP status was determined by scores at or below the 40th percentile on the Language Assessment Battery (LAB).

TABLE 1

Number of Children in Project Mastery, by Site and Grade

Site	K	1	2	3	4	5	Total
P.S. 33	2	3	8	5	1		19
P.S. 85	2	3	1	5	8	2	21
Total	4	6	9	10	9	2	40

The thirty participating parents and relatives (23 mothers, 1 father, 1 aunt, and 5 cousins) were newly arrived Spanish-speaking immigrants from the Dominican Republic (27) and Mexico (3). For countries of origin of the children who participated in the program, see Table 2. Adults averaged less than eight years of education, and most had little or no English language skills. Ninety-five percent of the families participating in the project had low incomes. All participating children were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

Country	Number of Students
Dominican Republic	13
Mexico	2
United States	9
Unreported	16
Total	40

Needs Assessment

Before instituting this project, C.S.D. 10 conducted an exhaustive needs assessment of the targeted participants, their families, and the educational staff who were to serve them. A family literacy assessment survey was distributed to parents at the two project sites. The data obtained from this assessment indicated three primary needs: (1) to provide parents and family members of LEP children with

English literacy skills; (2) to provide instruction in English as a second language (E.S.L.) and mathematics skills to children in kindergarten through grade five; and (3) to offer staff development activities for teachers and paraprofessionals.

PROJECT OBJECTIVES

Student Objectives

- By June 30, 1993, 65 percent of the children of adult participants will improve their English language skills by a minimum of five Normal Curve Equivalent (N.C.E.) units, as demonstrated by a significant increase in scores on the LAB.

- By June 30, 1993, 65 percent of the children of adult participants will improve their mathematics skills a minimal of five N.C.E. units on the Metropolitan Achievement Test in Mathematics (MAT-Math).

Adult Participant Objectives

- By June 30, 1993, at least 65 percent of adult participants will demonstrate improved English listening and speaking fluency, as measured by a minimum increase on the Basic English Skills Test (BEST) of ten points.

- By June 30, 1993, at least 65 percent of adult participants will demonstrate significant improvement in reading comprehension, as measured by an increase of at least eight points on the BEST test.

- By June 30, 1993, at least 65 percent of adult participants will increase their percentage of reading activities as measured by reviews of adult student portfolios and structured interviews with their teachers.

- By June 30, 1993, at least 65 percent of adult participants will increase the percentage of reading activities devoted to the home-school focus outlined in the project curriculum as measured by reviews of student journals and portfolios and structured interviews with their teachers.

- By June 30, 1993, at least 65 percent of adult participants will demonstrate an improvement in the quality of their writing, as measured by an increase of at least eight points on the BEST, and teacher assessments of student journals and other writing samples.

- By June 30, 1993, at least 65 percent of adult participants will demonstrate an increase in the quantity of their writing as measured by reviews of adult student journals and other writing samples.

- By June 30, 1993, at least 65 percent of adult participants will have taken part in three or more activities for parents, as measured by attendance records for parental involvement activities.

- By June 30, 1993, at least 65 percent of adult participants will show increased contact with their children's teachers, as measured by teacher logs of meetings with parents.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project Mastery provided instructional and after-school support services to Spanish-speaking students and parents and adult relatives of such students.

To meet its instructional goals, the project offered (1) English literacy classes for adults and students in kindergarten through grade five; (2) "English-talk trips" on Saturdays for adults and children in the weekday literacy classes; (3) Saturday education information workshops in Spanish for adults; and (4) cultural enrichment activities for adults and children. The project also provided multicultural activities to foster awareness of the students' own and other cultures and to increase parents' involvement in the schooling of their children.

Monthly staff development meetings and training sessions were designed to acquaint teachers and other staff with new instructional techniques and changes in curricula and language development programs.

Although it was not part of the original design, the project provided child care services for adults with preschool children to enable them to attend project activities.

Materials, Methods, and Techniques

Project Mastery offered E.S.L. literacy classes for double periods four times a week at both sites. Classes were staffed by two teachers and a bilingual assistant. The adults-only E.S.L. classes were staffed by an E.S.L. teacher and a bilingual assistant. Twice a week, adults and children received instruction jointly for the first period. In the second period, children and adults were separated, and each group developed skills acquired in the first period.

For a list of instructional materials used in the project, please see Appendices A and B.

Capacity Building

In the second project year, tax-levy funds will assume 35 percent of the cost of an E.S.L. teacher, educational assistant, and family worker and will be used to purchase additional supplies and materials.

In the third project year, tax-levy funds will assume 50 percent of the cost of an E.S.L. teacher, educational assistant, and family worker, and will be used to expand the project resource library.

Staff Qualifications

Title VII staff. Staff fully funded by Title VII consisted of a project administrator, three educational assistants, and two family assistants. In addition, four E.S.L. teachers were partially funded by Title VII; the remainder of their funding came from Chapter 1. For a description of degrees held and language proficiency (teaching or communicative*) see Table 3.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Administrator	Not provided	Spanish (TP)
E.S.L. Teacher (4 part-time)	M.A.	Spanish (TP)
Educational Assistant (3)	Not provided	Spanish (TP)
Family Assistant (2)	Not provided	Spanish (TP)

The project administrator had one year of experience in coordinating bilingual education programs. He assisted classroom teachers in the development and implementation of instructional activities, provided in-service activities and training to parents and teachers of participating students, and selected instructional material.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's ability to communicate and interact with students in their native language.

The educational assistants averaged over six years of experience. They assisted the project administrator and teachers in E.S.L. instruction in both the intergenerational and adults-only classroom settings. They also participated in staff development.

The two family workers assisted the program administrator and teachers in developing and coordinating parent activities. They assisted with the distribution of notices, information sheets, and training materials to parents and other neighborhood residents. They also helped organize and conduct parent outreach and recruitment meetings.

Other staff. The project did not have any non-Title VII staff.

Length of Time Children Received Instruction

Project children had a mean of 2.3 years (s.d.= 0.7) of education in a non-English-speaking school system and 2.0 years (s.d.= 1.1) of education in the United States. The median time they participated in Project Mastery was 7.2 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Students

Children who were considered by their teachers to be in need of special education services or who belonged to a program for the gifted and talented were referred to the School-Based Support Team (S.B.S.T.) for evaluation. At both sites, all S.B.S.T. members were fluent in Spanish and familiar with Spanish language assessment instruments.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

In addition to providing English classes, the project sponsored a wide variety of parental and community involvement activities that included weekly workshops, crafts activities, and field trips. Workshops focused on how to help children develop speaking, reading, writing, and mathematics skills.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English in populations similar to the children served by Project Mastery.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. To assess the mathematics objective, OREA was supposed to compare pretest scores on the MAT-Math and posttest scores on the Concepts and Applications subtest of the CAT, but the paucity of submitted data made such comparison impossible.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess parents' achievement in English literacy skills, the project planned to use the Basic English Skills Test (BEST) developed by the Center for Applied Linguistics. The test, however, was not administered to project participants.

OREA developed a self-assessment Likert-type questionnaire to assess achievement in English literacy skills which project personnel administered to all participating parents. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English OREA computed a correlated *t*-test on the LAB. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Mastery carried out all instructional activities specified in its original design. The project provided child care services for adult participants' ten children between the ages of three and six. The project, however, did not have the funds to provide the participanting children with a snack before the start of the after-school program, and many of the younger participants were restless and fatigued.

Participants' Progress in English

Throughout the school year, students and parents had ample opportunity to develop their English-language skills.

The OREA evaluation consultant observed two E.S.L. classes at P.S. 85 and one at P.S. 33. The classes were held for two hours after regular school hours.

At P.S. 85, an OREA consultant observed a reading lesson for adults only. Five parents participated. The classroom was well equipped, and information was displayed in both Spanish and English. Parents read aloud a passage from a chart on the blackboard. A second chart contained a cloze version of the same passage. Individuals volunteered to complete the sentences. The lesson was in English, with Spanish used only when the adult participants were having difficulty following. Adults communicated with each other in both Spanish and English.

The OREA consultant also observed an intergenerational class at P.S. 85. One parent and four children were present. The lesson was on developing English communication skills. Each student drew a piece of paper from a box containing

questions the teacher had prepared, read the question aloud, and attempted to answer it. The teacher used a variety of materials and visual aids to facilitate understanding and communication.

The OREA consultant observed an E.S.L. class at P.S. 33. The classroom was crowded, with 18 children and 18 adults in attendance. A teacher, an educational assistant, and a family assistant were present. The lesson was on preparing an autobiography. The teacher had previously prepared a list of ten items that were to be included. The teacher read the items aloud and discussed each one, and students then went to work. The teacher presented the lesson in English, but the teacher and educational assistant used Spanish to help students who had difficulty understanding. Most of the communication among students was in Spanish.

The evaluation objective for English language skills development was:

- By June 30, 1993, 65 percent of children of adult participants will improve their English language skills a minimum of five N.C.E.s, as demonstrated by a significant increase in scores on the LAB.

There were complete pre- and posttest scores on the LAB for 14 students from P.S. 33 and 12 students from P.S. 85. (See Table 4.) Over 65 percent of participating students at P.S. 85 showed gains of 5 N.C.E.s. These gains were also statistically significant ($p<.05$). At P.S. 33, however, only 43 percent of participating students showed gains of 5 N.C.E.s.

The project partially met its E.S.L. objective.

TABLE 4
Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

School	Number of Students	Pretest		Posttest		Difference		*t* value
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S.33	14	11.1	14.8	18.9	17.6	7.8	17.9	1.63
P.S.85	12	21.0	15.5	27.2	15.1	6.2	7.9	2.70*
Total	26	15.7	15.6	22.7	16.7	7.0	14.0	2.57*

*$p < .05$

- Overall, gains on the LAB were statistically significant.

Participants' Academic Achievement

The project offered only mathematics in the content areas.

The project posed one objective:

- By June 30, 1993, 65 percent of the children of adult participants will improve their mathematics skills by a minimum of 5 N.C.E. units on the MAT in mathematics.

Pre- and posttest scores were available for only one student at P.S. 33 and two at P.S. 85. This was inadequate for OREA to evaluate the objective.

Adult Participants' Progress in English

Project Mastery proposed six objectives for progress in English:

- By June 30, 1993, at least 65 percent of adult participants will demonstrate improved English listening and speaking fluency, as measured by a minimum increase on the Basic English Skills Test (BEST) of 10 points.

- By June 30, 1993, at least 65 percent of adult participants will demonstrate significant improvement in reading comprehension, as measured by an increase of at least 8 points on the BEST test.

The project did not use the BEST as planned, since the test was inappropriate for students with very limited English skills.

Although it was not possible to evaluate the objective as proposed, it was apparent that project participants gained in English proficiency. Twenty-two parents responded to a self-assessment questionnaire. Eighty-six percent of the repondents indicated improvement in oral proficiency and 100 percent an improvement in English reading skills as a result of participating in Project Mastery. (See Appendix C.)

OREA could not measure the two objectives as proposed.

- By June 30, 1993, at least 65 percent of adult participants will increase the percentage of reading activities as measured by reviews of adult student portfolios and structured interviews with their teachers.

Based upon students' journals and portfolios, project teachers reported that more than 65 percent of adult participants increased their reading activities.

The project met its objective for increasing reading activities.

- By June 30, 1993, at least 65 percent of adult participants will increase the percentage of reading activities devoted to the home-school focus outlined in the project curriculum as measured by reviews of student journals and portfolios and structured interviews with their teachers.

Based upon a review of students' journals and portfolios, project teachers reported that more than 65 percent of adult participants increased those reading activities devoted to the home-school focus.

The project met its objective for the home-school focus of reading activities.

- By June 30, 1993, at least 65 percent of adult participants will demonstrate an improvement in the quality of their writing, as measured by an increase of at least eight points on the BEST, and teacher assessments of student journals and other writing samples.

The project did not use the BEST for reasons explained above. It was clear, however, that the quality of the participants' writing greatly improved; 85 percent of the 22 parents responding to the self-assessment questionnaire indicated that their writing skills in English had improved as a result of participating in Project Mastery. See Appendix C for parent questionnaire.

OREA could not evaluate the writing objective as stated.

- By June 30, 1993, at least 65 percent of adult participants will demonstrate an increase in the quantity of their writing as measured by reviews of adult student journals and other writing samples.

Based upon a review of student journals and other writing samples, teachers reported that more than 65 percent of adult participants had increased their writing output. Appendix D presents samples of the writings of adult participants.

The project met its objective for an increase in the quantity of writing.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Grade Retention

Project Mastery did not propose any objectives for grade retention. No project students were retained in grade this year.

CASE HISTORY

Mrs. M. immigrated from Mexico. When she started in Project Mastery, she was not only illiterate in English but also in her native language. Mrs M.'s illiteracy made it impossible for her to function in the classroom with other students, so staff worked with her on a one-to-one basis. Mrs. M. made remarkable strides. She learned how to sign her name and was rapidly learning to read as well as write.

PARENTAL INVOLVEMENT OUTCOMES

Project Mastery posed two parental involvement objectives:

- By June 30, 1993, at least 65 percent of adult participants will have taken part in three or more activities for parents, as measured by attendance records for parental involvement activities.

- By June 30, 1993, at least 65 percent of adult participants will show increased contact with their children's teachers, as measured by teacher logs of meetings with parents.

The project offered a wide variety of activities on a weekly basis for the parents of participating students. Activities included crafts workshops, Saturday workshops, and field trips. Thirteen parents attended a mathematics workshop, and 12 attended a reading workshop. These were offered in Spanish and in English.

During the project year, parents and children went on the following "English-talk trips": the Circus at Madison Square Garden, the American Museum of Natural History, The Statue of Liberty, and the Intrepid Air-Sea-Space Museum.

The project reported that more than 65 percent of adult participants attended three or more of the activities planned for parents.

Teacher logs showed that more than 65 percent of adult participants increased the frequency of meetings with their children's teachers during the project year.

The project met both of its objectives for parental involvement.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project Mastery met its objectives for increasing reading activities, the home-school focus of reading, increasing the quantity of writing, and parental involvement. It partially met its objective for children's development of English language skills. OREA was not able to evaluate the objectives for oral English language achievement, reading comprehension, and improved quality of writing, because the proposed evaluation instrument (the BEST) was not suitable for use with adults whose skills in English were minimal. It was reported, however, that more than 85 percent of adults responding to a self-assessment questionnaire felt that their speaking fluency, reading comprehension, and writing skills in English had improved as a result of participating in Project Mastery. OREA was unable to evaluate the mathematics objective because test scores were available for only very few students.

MOST AND LEAST EFFECTIVE COMPONENTS

The most effective component of Project Mastery was the intergenerational classes in which children and adults were able to develop their English skills through cooperative learning. Teachers reported that these classes also heightened parents' interest in their children's education.

The least effective component of the project was its inability to test effectively the attainment of English skills for adult participants.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Request modification of the objective for English language skills for adults in order to select a more appropriate test for the population being served.

- Explore ways to augment the development of children's skills in the English language. Consider instituting a peer tutoring program or provide individualized instruction where appropriate.

APPENDIX A

Instructional Materials for Adults

Program Materials			
Curriculum Area	Publisher/ Author	Title	Date of Publication
E.S.L.	Scott Foresman	Picture Cards	1993
E.S.L.	Prentice Hall	Lado English Series	1992
E.S.L.	Oxford Univ. Press	New Oxford Picture Dictionary	1988
E.S.L.	Easy Aids	Conversational Survival Skills	1992
E.S.L.	Scott Foresmam	In Contact Series	1991
E.S.L.	Freelance Photographers	Picture Cards	1989
E.S.L.	Starkeyl	Building Real Life	1993
E.S.L.	Penn	English Skills	1992
E.S.L.	Scott Foresman	Picture Cards	1992
E.S.L.	Prentice Hall	Lado English Series	1990
E.S.L.	Pitman	Longman Photo Dictionary	1991
E.S.L.	*	Phonics Level B	*
E.S.L.	CSD 10	TRP Vocabulary Chart	1988
E.S.L.	McGraw Hill	Steps to English	1974
E.S.L.	Harper & Rowe	English Simplified	1986

*Information was not provided

APPENDIX B

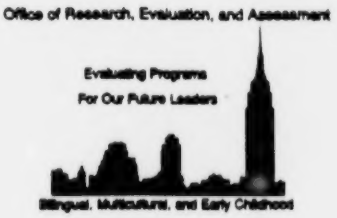
Instructional Materials for Children

Program Materials				
Grade	Curriculum Area	Publisher/ Author	Title	Date of Publication
K-2	E.S.L.	Scott Foresman	Scope	*
K-2	E.S.L.	Prentice Hall	Lifelines	1992
K-2	E.S.L.	Oxford Univ. Press	New Oxford Picture Dictionary	1988
K-2	E.S.L.	Modern Curriculum	Big Books	1992
K-2	E.S.L.	Scott Foresman	In Contact Series	1991
K-2	E.S.L.	Modern Curriculum	Multicultural Series	1993
K-2	E.S.L.	Modern Curriculum	Story Books	1993
K-2	E.S.L.	Michael Walker	Folk Tales	*
1	N.L.A.	Macmillan	La Pata Pita	1979
2	N.L.A.	Macmillan	Carreterras Puentes	1987
3	N.L.A.	Macmillan	Mares,Ciudades, Puentes	1987
4	N.L.A.	Macmillan	Campeones, Mares	1987
5	N.L.A.	MacMillan	Banderas	1987
2-5	Mathematics	Silver Burdett	Mathematics	1988
1-5	Science	Addison Wesley	Enfasis en la Ciencia	1988

*Information was not provided.

APPENDIX C
Parent Questionnaire

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490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For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Cuestionario para Padres

Proyecto **MASTERY**

9	8
1	2

Instrucciones:	Por favor conteste la siguientes preguntas marcando los recuadros apropiados (Sí/No) a la derecha.

A consecuencia de participar en el Proyecto MASTERY:

1. ¿Aumentó su habilidad para **hablar** inglés? ☐ Sí ☐ No

2. ¿Aumentó su habilidad para **leer** en inglés? ☐ Sí ☐ No

3. ¿Aumentó su habilidad para **escribir** en inglés? ☐ Sí ☐ No

MUCHAS GRACIAS POR CONTESTAR ESTE CUESTIONARIO.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
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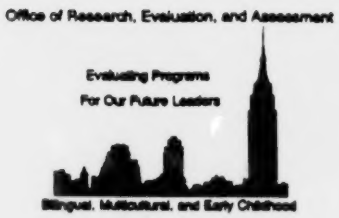
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PARENT QUESTIONNAIRE

Program: **Project MASTERY**

9	8
9	10

Directions:	Please answer the following questions by checking either the "yes" or the "no" box at the right.

As a result of participating in Project MASTERY:

1. Did your English-**speaking** skills improve? ☐ Yes ☐ No

2. Did your English-**reading** skills improve? ☐ Yes ☐ No

3. Did your **English-writing** skills improve? ☐ Yes ☐ No

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

My name is. Date, 7-22-93
francisca Rodriguez

Theme: Project Mastery

The Program Project Mastery is for me a good Program.
because, it helps me to learn and speak english. Olso is a social Program.

My son and doughter have good time in the trips.
I like the Theme health and safety.
Is very important for everyday life.

Thank You.

foca Rgüez.

BEST COPY AVAILABLE

I FILL VERY WELL WITH THE PROGRAM.
BECAUSE I'VE LEARN MUCH.
WHEN I BEGAN THE SCHOOL I DIDN'T KNOW
ANYTHING,
BUT NOW I DEFEND VERY WELL IN THIS CITY

IAM JULIO DELA CRUZ